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College Comment

Key to Current Issues in Alberta Public Colleges

Colleges Commission Undertakes Series of Special Meetings

The 9-member Alberta Colleges Commission is currently conducting a series of special meetings in each of the six public colleges in the Province. The first meeting was held December 21 at Grant MacEwan College, Edmonton, the second meeting at Grande Prairie Regional College on January 14.

Purpose of the meetings is to give residents the opportunity to be heard on matters concerning the operation of Alberta's public college system. This will aid members of the Commission in making more informed decisions on co-ordinating the college system and planning for its future needs. Briefs that are presented at each of the meetings will be given further study at the conclusion of the series. Persons interested in receiving a copy of any of the formal briefs which have been presented to date may contact Mr. Glen E. Yost, Information Officer, Alberta Colleges Commission, 600-11160 Jasper Avenue, Edmonton.

In the meantime, the dates for the next two special meetings have been announced. On Tuesday, February 8, the Commission will travel to Lethbridge Community College. The following day, Wednesday, February 9, members will visit Medicine Hat College. In each case the meetings will be conducted in the college beginning at 1:30 P.M. As on the two previous occasions, the Commission members will have the opportunity of touring college facilities and meeting members of the administrative staff, the faculty and student body. Briefs of a formal and informal nature are invited. Persons wishing to make advance notice of the presentation of a brief may do so by contacting Mr. Yost. Interested groups, authorities and individuals are invited to respond.

As yet no dates have been announced for similar meetings at Red Deer College and Mount Royal College, Calgary.

special College-Commission meeting in December in Calgary. Taking part were representatives, 30 in all, from the Colleges Commission, the Commission staff, and Boards of Governors from each of the six public colleges. Each College Board Chairman also attended.

Issues of special concern to new college board members were in the following areas: orientation, deficit-surplus policy, ambiguities in the Colleges Act, out-of-province fees, student appointments to boards and student finance. Delegates agreed that sufficient lead time on Commission requests for information should be allowed, to ensure a thorough job of information collection. In response to observations that certain sections of the Colleges Act (35,47) were ambiguous, it was suggested that appropriate modifications be drafted by the college concerned, with submission to the Minister of Advanced Education via the Commission.

While identifying items of special concern to them, College Board Chairmen cited the issues of transferability, support for community services, capital development, contact hour guidelines, tenure and board member remuneration. At the request of board chairmen, the six percent ceiling on costs was explained in the context of budget approval by the Commission. On another topic, there was a request made for the Commission to conduct bargaining with college faculties. This was generally rejected on the grounds that it would reduce local flexibility and possibly introduce "unionism" among faculty members. Related to negotiations was a request to know how firm the Commission would be on its contact hour guidelines for faculty loads. The observation here was that if salary increases and reduction in work loads were to continue, some evaluation of the quality or even quantity of services rendered must be made.

The day's agenda was designed to include a review of the College-Commission relationships including the

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Identifying Issues of Special Concern

Issues of special concern to College Board Chairmen and new College Board members were discussed at a

services provided the colleges by the Commission staff. The issues discussed at this point were of particular concern to new board members. They included community services, program allocation, university research, instructor-related problems, part-time instructors, the motivations study and the planning branch of the Colleges Commission.

Prior to adjournment, the Chairman of the meeting **Dr. Henry Kolesar** requested that all participants concerned provide the Commission with feedback on the value of holding yearly meetings with new board members. He indicated that this could be provided through personal correspondence with the Commission or endorsement of such a meeting by individual college boards.

Feature College:

LETHBRIDGE COMMUNITY COLLEGE

The development of Lethbridge Community College into the successful college that it is today is to a large extent the result of the concerted efforts of a number of public spirited citizens in that part of the province. In the late 1940's a committee began to explore the possibility of establishing a college in the southern city. The ambitions were realized when, in 1957, Lethbridge College was opened in temporary facilities in the Lethbridge Collegiate Institute. The experience gained in establishing and operating this college formed the basis for college legislation which was enacted in 1958.

Today, as a part of the "family of colleges" in the province, Lethbridge Community College accommodates over one thousand students in modern facilities on the southern outskirts of the city. The President of the college is **Dr. C.D. Stewart**.

Lethbridge Community College boasts the largest community service program available at any of the six public colleges. In 1970, 3,066 students availed themselves of 205 community service programs. A further indication of the success that is being experienced at the college is the enrolment in the provincial Government's Priority Employment Program. After several meetings with business, industry and agency representatives, courses were written and instructors were hired in preparation for an expected 400 students. Counsellors registered students continually between Christmas and New Years. When the program started January 3, over 500 students were ready for PEP to begin. Eventually over 700 students registered in the program.

LCC gave birth to the University of Lethbridge in 1967 and then harbored its students, staff and administration until 1971 when the University campus was constructed in the coulees on the west bank of the Oldman River. As the university vacated shared space,

the College removed portable walls that carved up spacious work areas to provide office and facility space for the U of L. Now the College has returned to its original master plan. By Spring, all trace of the University on campus will be gone. College programs, once held up due to lack of space, will move ahead by the start of the fall semester.

Lethbridge Community College is assuring itself of continued growth and expansion by embarking on a 20-year academic and facility study. This project has been undertaken by **Werner Schmidt**, newly-appointed College Academic Vice-President. Mr. Schmidt, 39, is a former Executive-Director of the Alberta School Trustees Association, a teacher and principal, and a member of the Board of Governors of the University of Alberta.

Old Sun Campus

Educational history was made in January when Lieutenant Governor **J.W. Grant MacEwan** and Chief **Leo Pretty Young** Man of the Blackfoot Tribe unveiled a plaque to mark the official opening of the Old Sun Campus of Mount Royal College.

The new campus represents a cooperative effort between Mount Royal and the Blackfoot Band. Situated in **Gleichen** on the Blackfoot Reservation, Old Sun is operated as a post-secondary unit devoted, in part, to an exploration of the Indian concepts, philosophy and potential. The Board of Governors of Old Sun is composed of an equal number of band members and members of the Mount Royal Board of Governors.

Established in continual consultation with the Council of the Band, the new campus puts initial stress on the provision of post-secondary educational opportunity for the Blackfoot Indians themselves. Eventually any student wishing to learn the background and philosophy of the original Canadians, under a staff drawn from that group, will have that opportunity.

Old Sun, which has already enrolled more than 170 students, is divided into three basic areas. The first is intended to upgrade the Indians' education and close the gap between the Indian and white students. The second and third areas are the most exciting and promising. Here the students can choose whatever area of study they desire, with the range from anthropology to farm machinery repair.

According to **Ken Bradford**, director of the new campus, the students have exceptionally inquiring and perceptive minds. "They are curious. They want to learn, and we have given them a free rein to do just that. Their progress is unbelievable."

College Administrators Endorse Commission

The College Administrators in Alberta have soundly endorsed the Alberta Colleges Commission as coordinator of the public college system. A resolution to this effect was passed by the Alberta Association of Colleges Administration at its fifth annual general meeting December 15 in Calgary. It will be presented to the Minister of Advanced Education.

The resolution, which received unanimous approval, went a step further than including only the present six public colleges which operate under the Colleges Commission. The resolution states: "THAT the Alberta Association of Colleges Administration go on record as endorsing the commission form of governance for Alberta's Public and Agricultural and Vocational Colleges, and such other non-university post-secondary institution as may be added to the college system, and "THAT a commission charged solely with the governance of such colleges be continued..." There was representation from all colleges at the meeting. It was preceeded by a series of workshops at which representatives were involved in discussion of a cross-section of problems and issues common to the college system.

President Assumes Position at Medicine Hat



The former Chairman of the Department of Education and Psychology and Dean of the graduate school at Walla Walla College, Dr. Stanly Chace, has assumed the position of President of Medicine Hat College. His appointment was effective November 1, 1971, and he took office on campus January 3. A formal inauguration is tentatively planned for April.

Dr. Chace has a varied academic background. He received a Bachelor of Theology degree from the University of Chattanooga in Tennessee and a Doctor of Education degree from the University of Tennessee. His doctoral studies were centered on educational psychology and administration. He will be remembered in Walla Walla for his education program at Washington State

Penitentiary and for his establishment of the Child Development Centre for pre-schoolers on the Walla Walla campus.

The new president sees the modern college facing the changing patters of society, and adjusting to the changes. His intention is to strive for greater communication between the college and the general public. Dr. Chace is aided here by an active career as a public speaker. He is already making himself available to groups and organizations in Medicine Hat and area.

Policy on Student Transferability

A statement of policy dealing with the transferability of students within the Alberta Public College System has been adopted by the Alberta Colleges Commission. It states: (a) Any student who successfully completed work in a public college in Alberta shall be admissable to any other public college in Alberta upon the recommendation of the sending institution. (b) For purposes of advance standing within receiving institutions, the sending institution shall maintain the right to certify that a given level of course work has been attained by the students, and recommended that the student be credited with advance standing to the level which it deems appropriate. (c) A student leaving an institution for purposes of transferring to another shall be advised: (i) that program requirements may vary from one institution to another, and (ii) as to the level of advance standing for which he will be recommended to the receiving institution. (d) The receiving institution upon the recommendation of the sending institution has the obligation to accept the transferring student with credit for work successfully completed at the sending institution.

The issue of transferability of students from one educational institution to another is a problem of long-standing in the province. While it is more acute in the college-university transfer relationship, until recently it existed among other educational institutions to a lesser extent. The College System in Alberta accepts the philosophy that education is a continuum from birth to death. Therefore it is necessary that barriers to transferability from one institution to another be minimized if not eliminated, and that a smooth and systematic method for transferring students be created.

There are two main levels where transferability problems arise. One is transferability within a system (eg. from one college to another or from one university to another). The second is transferability between systems (eg. from a college to a university or from an institute to a college). It is hoped that the policies which have been adopted by the Commission may serve as a model or at least as a catalyst for future developments in transferability among other types of institutions in Alberta.

Retired Members Honored

Four former members of the Alberta Colleges Commission were given recognition at a luncheon on January 12, 1972, in Edmonton. The four who were honored by present Commission members were: Dr. T.C. Byrne, former Deputy Minister of Education and now President of Athabasca University; Dr. E.E. Ballantyne, former Deputy Minister of Agriculture and now Deputy Minister, Department of the Environment; Mr. F.G. Stewart, who has retired as Deputy Provincial Treasurer, and Mr. W.H. Bowes who resides in Grande Prairie.

Each of the four began serving on the Commission when it was formed through passage of **The Colleges Act** in the fall of 1969. They were presented with a composite photograph showing the members of the Commission who served during the period 1969 to 1971. Also, each former member received a plaque in recognition of his membership and service.

Research Studies

Two more Research Studies have been completed in the series which focuses on research relevant to the college system. The series is supported in part by the Colleges Commission. Study supervision is handled by the Department of Educational Administration, University of Alberta.

Study No. 14 by J.F. Newberry, "**A Comparative Analysis of the Organizational Structures of Selected Post-Secondary Educational Institutions**", tests the application of the Aston multivariate approach to the study of the organizational structures of educational institutions. The study reveals two underlying dimensions of structure in 23 one-year and two-year institutions in Alberta and British Columbia. The first dimension is concerned with characteristics or measures designed to increase the predictability of the behaviour

of the participants. The second dimension is concerned with the role structure and the degree of functional specialization. On the basis of his study the author concludes that the Aston methodology can be adapted to the study of organizational structures of educational institutions with as few as 40 paid employees.

Study No. 15 by D.J. Cornish, "**A Comparison of Student and Faculty Perceptions of Their College Environment**", adopts the **College and University Environment Scale** developed by Pace in an attempt to measure perceptions of productivity, sociability, relevance, propriety, scholarship, morale, and instructional quality of colleges. The limitations described by Mr. Cornish may tend to discount applicability of the measures obtained, and as with most research, one conclusion is the need for further refinement. However, the measures which have been developed may be useful supplements to the "gut feelings" of college climates obtained by visitors or participants. Although such findings are necessarily historical descriptions, they may be of value to students searching for compatible institutions, to administrators and supervisors interested in fostering selected aspects of their college, to evaluators who may be charged with accreditation decisions, and to governing bodies which may have interests in comparative descriptions among institutions of the same type and between different types of institutions.

These, as all Research Studies, are made available to interested persons. A copy is also filed in the library of the Colleges Commission.

Research Study No. 14, J.F. Newberry, **A Comparative Analysis Of The Organizational Structures Of Selected Post-Secondary Educational Institutions**, 1971.

Research Study No. 15, D.J. Cornish, **A Comparison of Student and Faculty Perceptions of Their College Environment**, 1971.

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